**Art & Design**

**Overview**

Art and Design by its very nature is an inspiring and creative subject much loved by children. It is a window onto the world and into the imagination of the artist.

Our curriculum builds and flows through the year from a whole school focus and collaboration at a national level in the form of *Take One Picture*, to discrete designer and architect study. Following on from this, children will experience major art movements chronologically through time from the Renaissance to Contemporary Art. Finally, children will explore art and design within four key concepts: *joy, nature, freedom* and *peace*. Each child will be given the creative freedom to embark on a self-directed art project , to connect artistically with the community, culminating in our own child-curated Riverside Summer Exhibition.

At Riverside we embrace art and design at a local, national and international level. Every child’s experience is enriched through working with local artists, makers, studios and printworks, combined with visits to the Yorkshire Sculpture Park, Saltaire(Hockney) and the Hepworth.

At Riverside Junior School we promise that each child will:

* Experience the creative freedom to develop their own art works inspired by their imaginations.
* Explore, record and develop their own ideas through research,sketchbook work, wonder, critique and exhibition.
* Learn and use the language and concepts of art , craft making , architecture and design.
* Develop their skills in drawing , painting, sculpture, design and a range of other art and design techniques including printing, photography, textiles, installation, relief, collage, mixed media and ceramics.
* Learn about significant artists, designers and architects, movements and concepts, both contemporary and historical, within art and design.

**Take One Picture and Artist Study**

**Our curriculum promise – children inspired by influential artists, architects and designers to create their own works**

**Take One Picture**

*We begin our year with a whole school collaboration and artistic focus for the first three weeks. Take One Picture is a nationwide art project in conjunction with the National Gallery where children are invited to respond creatively to a painting. This will change each year as the focus artwork changes. We encourage children to work towards a whole school exhibition of work with prize giving and submission of artwork to the National Gallery chosen by child curators.*

*Our process will develop along these lines, although the initial stimulus and outcomes will change yearly:*

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| Take One Picture  | Design and develop ideas | Exhibition |
| *Painting stimulus**History and culture**Questions, study, collect and develop ideas* | *Sketch books, drawing, textiles, tapestry.**Painting: Mrs Taylor* *yr 3**Local artist workshop Textiles:Talia yr 4/5**Wire sculptures: Ms Doty yr 6.* | *Critiques**Final development of pieces**Curation, Exhibition, Reflection* |

Skills and Knowledge:

Within these lessons children will learn:

* Knowledge of a great artist including the historical and cultural development of their art form.
* To evaluate and analyse work using the language of art.
* To develop drawing, painting and sketchbook work, revisiting and selecting ideas for artwork.
* To create a final piece through sculpture, textiles or other chosen art form . Critique and exhibit with peers.

**Architect and Designer Study**

 *There is extensive focus on art and artists throughout this curriculum. In the second part of the Autumn half term a three week study of architects Friedensreich Hundertwasser, Zaha Hadid and designers Charlotte Perriand and William Morris will take place. During this period children will learn from their life stories and take inspiration from their works to create their own designs.*

***Year 3* - William Morris**

In Year 3, children will study the life and work of William Morris in the context of the Arts and Crafts movement. They will explore designs and techniques in print, wallpaper and textiles, across three creative and inspirational sessions including a visit to see the William Morris Windows and altar cloth at Bradford Cathedral:

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| William Morris and the Arts and Crafts Movement | Design and develop ideas | Silk Screen and relief printing |
| *Artist colour and design study**( Bradford Cathedral Morris Windows and altar front)**Sources of inspiration* | *Create and adapt pattern and motifs**Develop own Wall paper design* | *Create own relief print* *Silk screen print of collaborative wallpaper**The Egg Factory printworks* |

Skills and knowledge

Within these lessons children will learn to:

* Use graded pencils to sketch and record ideas.
* Identify sources of inspiration and key design elements within the work of William Morris.
* Develop and critique their own wallpaper design.
* Create their own relief print and collaborate on a class silk screen print.

**Year 4 – Friedensreich Hundertwasser**

With the environment so much in focus now, in Year 4, children will learn about the life and work of visionary and responsible Austrian creator: Friedensreich Hundertwasser. He believed all people should be connected to and live in harmony with nature. Hundertwasser also believed that a happy place should glow with bright colours. Children will consider their environment and develop their own work using this ethos in three sessions:

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| Friedensreich Hundertwasser | Architecture | Harmony of Joyful Colour |
| *The artist , architect and his world**(visionary, responsible creator, inspired by colour)* *Create a palette of harmonic joyful colour* | *Life in harmony with nature and the individual (our environment)**Design and adapt to make house ( out of junk cardboard)* | *Paint using colour palette Hundertwasser/ child surname house**Create class Hundertwasser environmental, harmonic village relief**Reflect on process* |

Skills and knowledge

Within these lessons children will learn how to:

* Collect, question and develop ideas inspired by the work of a visionary environmental architect.
* Create a colour palette / colour theory.
* Design and adapt design to make a 3D house.
* Apply colour palette imaginatively to final Hundertwasser house.
* Reflect on creative process.

***Year 5* – Charlotte Perriand**

In Year 5, children will study the inspiring life and work of French architect and furniture designer Charlotte Perriand. Children will consider the problems of local flooding and using the design principles studied will have the opportunity to design and make their own modernist collaborative building complete with furniture.

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| Charlotte Perriand | Design and develop | The House above the water |
| *Her story part 1**( early life)**Artist bio as colourful modernist house* | *Her story part 2**( Breaking through the glass ceiling)**Responding to design brief inspired by CP furniture design and the Lost Holiday House ‘La Maison au bord de l’eau’* | *Collaboration with others to create furniture for a modernist minimal ‘House above the water’ in response to local flooding problems* *Decoupage a chair* |

Skills and knowledge

Within these lessons children will learn :

* About the life, struggles, inspiration and works of Charlotte Perriand.
* How designers and craftspeople work.
* Sketching and designing furniture from different angles.
* How to meet and fulfill a design brief through presentation to peers using the language of design.
* About the importance of collaboration and development.

***Year 6* – Zaha Hadid**

In Year 6, children will study Iraqi- British architect Zaha Hadid

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| Zaha Hadid | ‘Raw, vital, earthy design’ | Create , Collaborate, Present |
| *Create a personalised study in sketch books of her life and inspirations* *(words, symbols, images)**Architect Visit/ Skype* | *“I don't design nice buildings - I don't like them. I like architecture to have some raw, vital, earthy quality.”**Design brief response to her quote and mock up of structure* | *Create and collaborate on a community building for our area**Build and present to class.**Reflect on meeting the brief* |

Skills and knowledge

Within these lessons children will:

* Respond thoughtfully to a design brief.
* Develop and reflect upon ideas and processes.
* Ask and consider answers from a local architect.
* Use some architecture processes during design and specialist vocabulary.
* Build a 3D mock-up of their final design.
* Present and critique final work with peers.

**Movements**

**Our curriculum promise – children will experience and respond creatively to major art movements through time**

*Whilst at Riverside Junior School the children will explore different art movements from the Renaissance, through Impressionism, Surrealism and finally Contemporary Art. As reflected in the History programme this will be a journey through time. This experience will be enriched with by a year 6 trip to the Hepworth in Wakefield and the Yorkshire Sculpture Park.*

***Year 3* – The Renaissance**

In year 3 children will study the Renaissance and some of its most inspiring artists including da Vinci and the genius of art and design, the life and portraits of Sofonisba Anguissola ( one of the first internationally known female artists), Michelangelo his methods and passion for art.

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| Leonardo da Vinci | Sofonisba Anguissola | Michelangelo |
| *Sketch book designs and inventions**Create your own genius invention* | *Portraits and the role of women**Class portraits with an element of fun* | *Red chalk drawings**Paint like Michelangelo* |

Skills and knowledge

Within these lessons children will learn:

* About the Life and key works of artists da Vinci, Anguissola and Michelangelo.
* How to design their inventions from different angles.
* To use elements of portrait drawing and painting.
* To draw like renaissance artists with red chalk.
* The techniques of painting like Michelangelo.

***Year 4* – Impressionism**

In year 4 children will study Impressionism focusing on the work of Mary Cassatt, Berthe Morisot, Marie Bracquemond, Vincent Van Gogh, Claude Monet and Paul Cezanne. They will explore colour and use paint, oil pastels and pencil to create impressionist colour palettes. Children will build on knowledge of portraits to create figures in domestic settings. They will use the local landscape as inspiration to create a collage in relief called: W*here Rivers and Hills Meet*.

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| Impressionism | Domestic settings of figures and objects | Where Rivers and Hills Meet |
| Van GoghCasatt,*Idea maps**Create and apply colour palettes* | Morisot, Bracquemond*Sketch* *Pastel and paint* | Cezanne Monet*Create collage relief of local landscape* |

Skills and knowledge

Within these lessons children will learn about:

* The 5Ws of Impressionism.
* Creating and developing colour palettes.
* Sketching and developing initial ideas in their sketchbooks.
* Techniques of colour application and the expressive use of paint.
* Principles of collage and relief.

***Year 5 - Surrealism***

In year 5 children will study Surrealism including the work of Dali and northern surrealist Leonora Carrington. They will design and create surrealist clocks and record the key elements of Surrealism through automatic writing. Opportunities to create surreal photographs, landscapes and animals will be provided. Our final piece will be a class collaboration to make a surrealist tree.

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| *Key elements of Surrealism**Automatic writing* | *Photography- Man Ray , Lee Miller**Digital surrealist portraits* | *Leonora Carrington ( Chorley)**Dream and fantasy sketches in pencil, and ink pen* |
| Dali *Surrealist clocks in pencil, water colour and pen* | *Frida Kahlo & Remedios Varos**Imaginative landscapes and animals in charcoal and paint* | Class Collaboration  *Surrealist Tree in mixed media* |

Skills and knowledge

Within these lessons children will learn:

* About Surrealism and its connection to Dada, war, dreams and the unconscious.
* To create automatic writing in response to Surrealism.
* To use digital photography to create own surreal portraits.
* How to create surreal clock faces.
* The techniques of pencil, ink pen, charcoal, water colour and paint.
* To collaborate on a class surrealist tree.

***Year 6* – Contemporary Art**

In Year 6 we will reflect on our journey through the timeline and the changes in art from Year 3 to now. Children will visit the Hepworth Gallery and the Yorkshire Sculpture Park to experience the work of sculptors Barbera Hepworth and Henry Moore in a landscape of contemporary artists. They will create video diaries inspired by Turner prize winner Charlotte Prodger and installations inspired by Damien Hirst, Tracey Emin and Cornelia Parker.

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| Hepworth Gallery and Yorkshire Sculpture Park ( artist workshop) | Cornelia Parker-*Shadows and Light Sculpture( Mobiles)* | Tracy Emin*Pen and ink**Text and art* |
| Reflective work choosing own materials*( pens, pencils, ink, watercolour, pastel, paint, charcoal)* | Damian Hirst *Sharks , skulls and butterflies.**Create collection of butterflies ( relief/ 3D)* | Installation:*Window onto the Imagination**Mixed media* |

Skills and knowledge

Within these lessons children will:

* Learn about British artists working now.
* Learn how to write, create and film video diaries.
* Choose own materials to create and reflect on artwork.
* Experience artist led sculpture workshop.
* Use pen and ink in text and art.
* Collaborate to create a class installation a ‘window onto the imagination’.

**Concepts: Joy, Nature, Freedom, Peace**

**Our curriculum promise – children as artists and makers in their own right**

At Riverside Junior School in the final half term we want our children to learn to create and develop their own masterpieces. With this in mind the focus will be on developing their own artwork within a given concept. They will have the freedom to choose from different materials, skills and techniques, enabling each child to express themselves as an artist in their own right. This term will include a collaboration with Happy Valley Pride on a rainbow art exhibition and our own child-led, child-curated Riverside Summer Exhibition with prizes for each category.

**Year 3 - Joy**

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| Art for arts sakeExpressionismGerard Richter’s painted photographsJulie MehretuMatisse - danceKandinsky *Outdoor painting**Collage* | Happy Valley PrideRainbow art project*Responding to a brief*Prizes for each year groupWinners featured in HVP festival | *Self-directed learning**Concept maps**Research and sketch* *Design and make**Riverside Summer Exhibition* |

**Year 4 - Nature**

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| Concept: Nature |  Rainbow Art Project | We are Artists and Makers |
| *Environmental Art*Trip to Hardcastle Crags, natural sculptures and clay. Collect ideas( sketch and photo)Andy GoldsworthyGeorgia O’Keeffe | Happy Valley PrideRainbow art project*Responding to a brief*Prizes for each year groupWinners featured in HVP festival | *Self-directed learning**Concept maps**Research and sketch* *Design and make**Riverside Summer Exhibition* |

**Year 5 - Freedom**

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| Concept: Freedom |  Rainbow Art Project | We are Artists and Makers |
| David Hockney Trip to SaltaireCreative freedom*Digital layered art/ joiners*Faith Ringgold*Freedom of speech and expression**Create painted flags (textile)with printed text (letters)* | Happy Valley PrideRainbow art project*Responding to a brief*Prizes for each year groupWinners featured in HVP festival | *Self-directed learning**Concept maps**Research and sketch* *Design and make**Riverside Summer Exhibition* |

**Year 6 - Peace**

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| Concept: Peace |  Rainbow Art Project | We are Artists and Makers |
| Research Peace art and peace symbols in different culturesBanksyPicasso Doves and Guernica (contrast)*Class Mixed Media Mural* Josefina de Vasconcellos - Peace sculpture in Bradford -trip ‘ Reconciliation’*Claywork- sculpture* | Happy Valley PrideRainbow art project*Responding to a brief*Prizes for each year groupWinners featured in HVP festival | *Self-directed learning**Concept maps**Research and sketch* *Design and make**Riverside Summer Exhibition* |

**Skills and Knowledge**

Within these lessons children will learn:

* How to work within a given concept.
* How to respond to a design brief and develop it.
* About the work of great artists within a given concept.
* To create, record and rework ideas in sketchbooks.
* To develop and improve techniques and control of varied materials, building through the four year art journey.
* To experiment with different materials, forms and ideas.
* To critique, curate and exhibit their work.